



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

column at the left hand side of the page, reading downward, contains the following list of articles to be checked, with the standard number inserted after each: Forceps, thumb; forceps, dressing; forceps, pan; scissors, straight; scissors, suture; probes; syringe, glass; syringe, hypo; needles; catheters, glass; catheters, rubber; catheters, Mercier; catheters, rectal; thermometers, bath; douche nozzles; intra-uterine; speculum; tenaculum; medicine droppers; connecting tubes; irrigating tips; razor.

A PRACTICAL PREPARATORY COURSE FOR NURSING¹

BY O. GOTHSON, R.N.

At the Swedish Hospital, in Brooklyn, we are fortunate enough to have our full number of students. This is interesting because our hospital is small—65 beds—and as a rule the small hospital schools are not popular. We have 23 students and our success in increasing the number with the opening of our new wing, from 16 to 23, I attribute entirely to the preparatory education given at a near-by college.

About two and a half years ago, I learned to know of this college which, beside its college course, gives a four years' academic course. The first academic year is equal to the first year in the high school and the students earn, upon successful passing of the examinations and without taking any public examination, 18 to 20 counts. The cost of tuition, books, room, and board, opportunity to do their laundry, etc., amounts to about \$250 from September 5 to May 31, when the commencement is held. Any deficit that should arise at the College, is paid by the churches that support it and by private contributions.

As soon as I had received the information I needed, I began to send applicants, whose education was deficient, to the college to prepare themselves to enter training. As a result of this we have now seven students who have taken this first year of the academic course, and there are two at the college at the present time.

Are they going to make good? The promise is great, but only time can tell. One thing is certain, I keenly feel my own and the hospital's responsibility in the matter and my most urgent question is: *Are we going to make good?*

Out of this experience many thoughts have sprung: 1. How many thousands of girls are there, who would take such a course if they knew of one, in order to become nurses? 2. Would the Education Department think it worth while to create other such schools?

¹ Paper read at a round table of the New York State League of Nursing Education, Brooklyn, October 21, 1919.

3. Is the one-year Academic course the most practical that could be given? 4. Should we take the 20 cents as a gauge of its worth? 5. Could not the regular first year training-school subjects be taught, such as: Bacteriology, Hygiene, Chemistry, Anatomy and Physiology, Dietetics, Solutions and Materia Medica? 6. Could there not be a nurses' preparatory school in every city, a school that is a part of the regular educational system, with plenty of laboratories, gymnasium and library, a school where, First, the first-year subjects of the training school would be taught in order to eliminate them from the training school curriculum; Second, where a liberal course in physical culture would be given, since the nurses hereafter will be expected not only to care for the sick, but also to help protect and improve the health of the community; Third, where a course in public speaking would be given? Such a course would teach the prospective student nurse mental and physical poise and how best to develop her power of expression. It would necessitate a great amount of reading and reflecting outside of the hospital subjects, would broaden and strengthen the mental and spiritual powers and make a student better able to understand the psychological part of her future nursing work. With such three-fold preparation acquired after a good general education, she would come, a suitable, receptive student to the hospital training school.

If there were such preparatory schools, would it not be a great advantage to the hospital, to the patient and to the student nurse?

Upon entering the hospital school the students could begin at once with theory and practice of nursing, physical and psychological, and in a very short time follow with the advanced studies of surgery, medicine, therapeutic dietetics, obstetrics, and pediatrics. From the beginning of the training, the student's mind and hand would work together harmoniously, giving a greater mental and spiritual return and less physical fatigue. To the hospital this would mean easier management and better service; and to the patient, better care.

In their second year the students could have their operating-room and dispensary work, visits to special hospitals such as: Tuberculosis, Psychopathic, Contagious, Babies, Eye and Ear, etc., in connection with lectures on these subjects. Also instruction and practice in administration and housekeeping work, in different phases of public health work, including public speaking along lines of health, success and happiness.

Two years in the hospital would be sufficient to train the nurses for the great work of the world or for the special schools of teaching, administration, and public health, that are being organized everywhere.